Indiana IEP Resource Center

End-of-Year Grant Summary Report Project Year 2012-2013

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Project title: Indiana IEP Resource Center

Project acronym: IEPRC

Period covered: October 1, 2012 through September 30, 2013

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SUMMARY AND RESULTS
During project year 2012-2013, the Indiana Individualized Education Program Resource Center, known as the IEPRC, designed, delivered and facilitated professional development opportunities around Article 7 compliance and research-based practices. All services were provided at no charge to LEAs and educators through Part B federal funds. Services included developing resources and materials, training and coaching individuals and teams, facilitating statewide and regional collaborative networks, advancing the use of statewide technology during the IEP process, and delivering intensive support to low performing districts. **All goals for the project year were met.**

The IEPRC is the sole organization working with the IDOE and Public Consulting Group (PCG) to support the statewide electronic Indiana IEP system (IIEP), as well as providing assistance to PCG to ensure that the IIEP is Article 7 compliant. IEPRC team members serve as advocates for users of the IIEP system by delivering training, developing resources and sharing users' suggestions and concerns to improve and enhance the program for all.

Project Goals for 2012-2013 *(Appendix – Complete List of Goals, Objectives and Activities)*
Goal 1: Increase the development and use of improved statewide technologies (i.e. IIEP) to facilitate effective and compliant IEPs.

Goal 2: Increase knowledge and skills related to effective and compliant IEPs that result in improved student outcomes.

Goal 3: Increase collaboration across Resource Centers and other Indiana stakeholders to support the scaling up of effective practices across the state that result in improved student outcomes.

Goal 4: Increase the abilities of LEAs and schools with identified deficiencies to meet APR Indicators and to prevent systemic insufficiencies.

Goal 5: Provide technical assistance to low performing schools in implementing a system of compliance and accountability.

Goal: 6: Create and implement alternative programs and services to address student graduation and school completion outcomes.

Indicators: The IEPRC goals are aligned with Part B SPP Indicators that are a part of the IEP process or have an impact on compliance of the Indicator. Indicators 1, 3, 5, 6 and 13 are all areas discussed and documented in the IEP. Indicator 8 relates to ensuring parents are involved throughout the IEP process. Indicators 11 and 12 are focused on evaluation, eligibility and IEP development for preschool children. Indicators 4, 9, 10, 15, 17 and 20 address due process hearings, suspensions and expulsion rates, disproportionality and LRE Monitoring Visits. These situations occur most often when IEPs are not followed or students' needs are not being addressed.

PROJECT MILESTONES AND ACCOMPLISHMENTS
A balanced and robust menu of **professional development opportunities addressing Goals 1, 2, 3, 4 and 5** were delivered via a variety of methods; specifically through face-to-face workshops and conferences, technical assistance in various formats, webinars, printed materials, virtual meetings and the IEPRC website.

- 3783 Participants attended 119 IEPRC training events. *(Appendix – Chart of Training Events)*

- More than 640 hours of training were delivered over the project year.

- 210 School districts participated in IEPRC-sponsored training events.

- The annual *Focus on Inclusion* pre-conference and conference attracted over 350 teachers, administrators and parents. State and national special education experts presented 36 general, keynote and concurrent sessions over the three-day period.

- 1574 Documented hours of concentrated technical assistance were provided to administrators and staff throughout the state. *(Appendix – Technical Assistance Report)*

- Technical assistance, delivered via monthly webinars known as Virtual Office Hours, provided immediate answers to the most pressing questions. Following each session the questions and answers were posted to Learning Connection and the IEPRC website.

IEPRC staff members **work closely with IDOE on several prominent special education initiatives related to Goals 1, 3, 4 and 5**.
- IEPRC Director Jolly Piersall and Consultant Matt Johnson meet regularly with PCG and IDOE to update IIEP to ensure compliance with Article 7 and support user interaction with the product. IEPRC staff works with PCG to develop and test content based on IDOE requested changes.

- IEPRC staff members partnered with IDOE personnel to conduct nine (9) LRE monitoring visits. IEPRC staff observed classrooms, interviewed teachers and administrators, and reviewed files, policies and procedures. Most visits resulted in ongoing technical assistance and/or training provided to the specific districts. *(Appendix – Detailed List of LRE Visits)*

- The IEPRC was selected by IDOE to provide technical assistance related to serving students with disabilities to the five (5) turnaround schools. *(Appendix – TSO Report)*

- IEPRC Site Manager Barbara Butcher provided support, technical assistance and training services to Gary Community School Corporation. Her work revolved around executing IDOE's recommendations regarding Initial Evaluations and Manifestations. *(Appendix – Gary Project Report)*

Collaboration is essential in reaching ALL IEPRC Goals 1, 2, 3, 4, 5 and 6.
- 37 Collaboration efforts were conducted with EERC, HANDS, PBIS Resource Center, Assessment and Instruction Resource Center, the IN Council of Administrators of Special Education (ICASE), IN*SOURCE, PATINS, ARC of Indiana, IPFW and other stakeholders.

- The IEPRC Advisory Committee provides feedback on developed products and professional development offerings. Selected members serve on sub-committees for specific initiatives. During this project year members provided extensive feedback on IEPtv content and delivery. *(Appendix – Advisory Committee Members)*

- A Work Group on *Alternative Programs, Career Readiness and Postsecondary Success for Students with Disabilities* was convened to address IEPRC Goal 6 and provide recommendations to the IDOE. This group had representatives from fourteen (14) organizations including school districts, higher education, parent advocacy and employers. *(Appendix –Work Group Report)*

- IEPRC staff partners with Indiana colleges and universities to provide support to pre-service and beginning educators regarding Article 7 and serving students with disabilities. Overviews of the IIEP system, development of sample IEPs, and discussions of special education law and the roles of school personnel in the case conference process are covered.

- The IEPRC Director participated in the Indiana Resource Network (IRN), a collaborative stakeholders' group comprised of six resource centers, sole source providers and IDOE staff. IRN worked together to provide targeted and comprehensive special education support and assistance to Indiana schools as well as partnering on statewide conferences.

PROJECT EVALUATION

A Likert Scale evaluation form which includes a narrative section for anecdotal feedback is used for all professional development. IEPRC staff reviews evaluation feedback ratings and comments to make improvements in subsequent trainings. Overall ratings for each training event are on the training chart in the Appendix.

In addition to evaluation forms, IEPRC staff submitted Contact Reports and Monthly Reports that provided detail on work with school districts and plans for future activities and assistance. Staff members meet regularly to discuss training offerings and content to make needed revisions and to guide the development of resource materials. The IEPRC delivers training, provides technical assistance and disseminates resources as needs are identified through evaluation results, IDOE direction, Advisory Committee input and school district requests. All information in this report is supported by Briljent Reports, staff Monthly and Contact Reports and training documents. All are on file for review at the IEPRC Office and ISU's Blumberg Center.

PRODUCTS

- 10,351 People visited IEPRC's internet home, www.indianaieprc.org. The website is a dynamic resource for the state's special education teachers and administrators. The website underwent an update during the project year which allowed for online workshop registration and included enhanced accessibility features. *(Appendix – Technology Report)*

- The Media Production Department was established during the project year. Over 150 hours of video were recorded for conferences, workshops, interviews and IEPtv.

- The IEPRC staff produced six (6) episodes of IEPtv which premiered on February 2013 and aired monthly throughout the school year.

LESSONS LEARNED FROM PROJECT IMPLEMENTATION

- Sole Source status was awarded to IEPRC as a result of the staff's expertise in special education. Continued support to the field and implementation of IDOE initiatives will continue to be the mission of this organization.

- IDOE entrusted the hiring, oversight and management of a Gary Project Team to operate within the school district. This doubled IEPRC's staff and is a considerable responsibility with several unforeseen barriers. IDOE's decision to commit additional resources is testament to the positive changes that are being observed with principals and teachers.

- Summer Institutes were conducted for the first time to provide a more in-depth examination of critical topics: IIEP, Measurable Goals, Progress Monitoring, Behavior Interventions and Co-Teaching. The response to the Institutes highlighted the overwhelming need for ongoing training in these areas.

- IEPRC leadership recognizes its responsibility in conducting longitudinal follow-up and evaluation activities to more fully measure practitioners' changes in practices, processes and beliefs with an increased emphasis on student outcomes.

- Training consultants are now required to provide monthly Indiana IEP and Measurable Goals training to fully respond to the needs of educators around the state.

- IEPRC is well-positioned, based on documented accomplishments, to support the increased emphasis on student outcomes coming from the federal level.

Attachments

Goals and Objectives 2012-2013

Training Chart

Technical Assistance

LRE Monitoring Visits

TSO Report

Gary Project Summary

Technology Report

Advisory Committee

Work Group on Alternative Programs, Career Readiness and Postsecondary Success

Effective and Compliant IEP Resource Center

Goal 1: Increase the development and use of improved statewide technologies (i.e., Indiana IEP) to facilitate effective and compliant IEPs.

Objective 1.1: To coordinate stakeholder and subject matter expert (SME) input, in collaboration with IDOE, regarding Indiana IEP and future development.					
Activities:	**Yr. 3**				
1.1.1: Facilitate stakeholders and SME groups			▓	▓	
1.1.2: Share stakeholder recommendations with IDOE			▓	▓	
1.1.3: Per IDOE request, coordinate field tests and provide feedback to IDOE on Indiana IEP			▓	▓	
Objective 1.2: To provide training and technical assistance to support the use of Indiana IEP.					
Activities:	**Yr. 3**				
1.2.1: Provide training on Indiana IEP	▓	▓	▓	▓	
1.2.2: Collect user feedback to inform resource development	▓	▓	▓	▓	
1.2.3: Provide Indiana IEP training for Institutes of Higher Education	▓	▓	▓	▓	
Objective 1.3: To develop and disseminate, via multiple methods of delivery, information and resource materials that will assist Indiana LEAs and schools in effectively using Indiana IEP.					
Activities:	**Yr. 3**				
1.3.1: Develop and disseminate materials to support use of Indiana IEP	▓	▓	▓	▓	
1.3.2: Develop and disseminate online learning modules	▓	▓	▓	▓	

Goal 2: Increase knowledge and skills related to effective and compliant IEPs that result in improved student outcomes.

Objective 2.1: To identify topics or areas of need, based on Article 7 compliance, related to systemic insufficiencies and best practices for providing effective and compliant IEPs.

Activities:	Yr. 3			
2.1.1: Conduct a literature review to identify topics/areas of challenge	�grey	▮	▮	▮
2.1.2: Obtain stakeholder input through PD and coaching processes, in collaboration with IDOE and other RCs	▮		▮	▮
2.1.3: Facilitate Advisory Committee input	▮		▮	
2.1.4: Use PD and coaching evaluation data to identify topics and areas of challenge	▮		▮	
2.1.5: Develop and use survey(s) to obtain stakeholder information on areas of challenge	▮		▮	
2.1.6: Collaborate with IDOE to gather input based on available data	▮		▮	
2.1.7: Review records, conduct interviews, and conduct observations to determine systemic insufficiencies in policies and procedures at the district/school/classrooms	▮	▮	▮	▮

Objective 2.2: To provide PD and TA for Indiana educators/families related to Article 7 compliance and best practices that respond to the topics and areas of need identified by IDOE, APR Indicator data and IEPRC activities.

Activities:	Yr. 3			
2.2.1: Conduct statewide topicals of identified areas of need	▮	▮	▮	
2.2.2: Conduct regional trainings on focused topical areas	▮	▮	▮	▮
2.2.3: Conduct parent education forums and PD activities on IEP processes and best practices		▮	▮	

Objective 2.3: To provide coaching and consultation to Indiana LEAs and schools that will assist in the implementation of culturally responsive best practices in developing effective and compliant IEPs.

Activities:	Yr. 3			
2.3.1: Conduct small group coaching and/or face-to-face consultation	▮	▮	▮	
2.3.2: Conduct consultation and support on Article 7 compliance	▮	▮	▮	

Objective 2.4: To develop and disseminate, via multiple methods of delivery, information and resource materials that will assist in the professional development of Indiana educators.

Activities:	Yr. 3			
2.4.1: Develop and disseminate written resources on topics related to the IEP process				
2.4.2: Conduct conference presentations				
2.4.3: Develop and maintain IEPRC website				

Objective 2.5: To conduct evaluation activities that will provide feedback from Indiana stakeholders and allow for continuous improvement in the operation of the proposed project.

Activities:	Yr. 3			
2.5.1: Develop and utilize appropriate evaluation tools/methods				
2.5.2: Obtain feedback/review of IEPRC activities from Advisory Committee				
2.5.3: Utilize evaluation feedback to inform future IEPRC activities				

Goal 3: Increase collaboration across Resource Centers and other Indiana stakeholders to support the scaling up of effective practices across the state that result in improved student outcomes.

Objective 3.1: To promote collaboration between all Indiana RCs in order to share resources and to effectively address LEA/school needs that will prevent systemic insufficiencies and improve effective and compliant IEPs.

Activities:	Yr. 3		
3.1.1: Continue to meet regularly as the Indiana Resource Network with representatives from each RC, sole source providers, and IDOE			
3.1.2: Continue to identify and implement collaborative activities across RCs			

Objective 3.2: To collaborate with IDOE in effectively using the data so that the IEPRC responds appropriately to state and LEA needs.

Activities:	Yr. 3		
3.2.1: Respond to areas of need as indicated by IDOE			

3.2.2: Communicate data needs to IDOE			
3.2.3: Identify data trends, in collaboration with IDOE, that indicate PD needs			

Objective 3.3: To facilitate statewide stakeholder collaboration to support the IEPRC's ability to respond to state needs and provide professional development for Indiana educators and families.			
Activities:	**Yr. 3**		
3.3.1: Facilitate collaborative workgroup on students with disabilities and statewide assessment practices			
3.3.2: Support local leadership to guide and facilitate regional/local trainings			
3.3.3: Collaborate with family organizations and to develop and provide supports and resources for families			
3.3.4: Facilitate collaboration among state professional associations (e.g., ICASE, IASP, ISHA, ISCA)			

Goal 4: Increase the abilities of LEAs and schools with identified deficiencies, to meet APR Indicators and to prevent systemic insufficiencies.

Objective 4.1: To provide PD and TA to LEAs on target areas of need (i.e., Indicators that are out of compliance or topics that affect those Indicators).			
Activities:	**Yr. 3**		
4.1.1: Respond to IDOE identified assignments			
4.1.2: Coordinate PD and TA across RCs			
4.1.3: Assist LEAs to identify factors contributing to noncompliance			
4.1.4: Facilitate the development of an IRN action plan or corrective action plan			
Objective 4.2: To provide coaching and progress monitoring to support the identified LEAs professional development plan to address deficiencies in Indicators 1, 2, 3, 4, 5, 8, 9, 10, 11, 12 and 13.			
Activities:	**Yr. 3**		
4.2.1: Provide targeted PD and TA to identified LEAs based on action plan			

	Yr. 3		
4.2.2: Review LEA data to evaluate progress on meeting Indicators and plan additional/follow-up PD as needed			
4.2.3: Provide ongoing feedback to IDOE on LEA progress			

Objective 4.3: To conduct evaluation activities that will provide feedback from Indiana stakeholders and allow for continuous improvement in the operation of the proposed project.			
Activities:	**Yr. 3**		
4.3.1: Develop and utilize appropriate evaluation tools/methods			
4.3.2: Utilize evaluation feedback to inform future PD and TA for the identified LEAs			

Goal 5: Provide technical assistance to low performing schools in implementing a system of compliance and accountability.

Objective 5.1: To review and analyze district/school local policies and procedures.			
Activities:	**Yr. 3**		
5.1.1: Review and/or revision of current programs and services			
5.1.2: Provide targeted PD in best practices such as Universal Design, instructional strategies, positive behavior supports, and grading practices			
5.1.3: Evaluate effectiveness of implementation and provide identified follow-up PD/TA			
Objective 5.2: To analyze building climate feedback, school routines, schedules, and building safety.			
Activities:	**Yr. 3**		
5.2.1: Conduct on-site observations and walkthroughs to determine insufficiencies and areas of need			
5.2.2: Review and analyze data collected			
5.2.3: Assist district/school in developing an action plan			
5.2.4: Conduct facilitated discussion groups with IEPRC team and identified building level staff			

Goal: 6: To create and implement alternative programs and services to address student graduation and school completion outcomes.

Objective 6.1: Develop and implement credit recovery opportunity for students currently on campus to support matriculation in the next 1-4 years.				
Activities:	**Yr. 3**			
6.1.1: Collaborate with all stakeholders to develop innovative, alternative programs and services				
6.1.1: Conduct parent and community stakeholder education forums				
6.1.2: Research, develop and implement credit recovery programs in various formats				
Objective 6.2: **Develop and implement career and trade apprenticeship opportunities for students currently on campus to support skill development/basic certifications.**				
Activities:	**Yr. 3**			
6.2.1: Identify and partner with local businesses, institutes of higher education and tradesmen organizations to support skill development/basic certifications				
6.2.2: Develop career path certification and apprenticeship opportunities				

TRAINING RECORD 2012-2013 QUARTER ONE: OCTOBER 1 - DECEMBER 31, 2012

DATE	TYPE	TOPIC	LOCATION	PRESENTER(S)	TRAINING HOURS**	ATTENDEES	EVALUATIONS: # & overall rating
10/3/2012	Conference Presentation	Goals	Arc of Indiana	M.Johnson	2	10	not available
10/3/2012	Intensive	Initial Evaluation	Gary Community School Corp.	B.Butcher	3	30	not available
10/5/2012	TSO	Indiana IEP System Training	Gary Roosevelt	A.Stovall, J.Piersall	10	7	not available
10/8/2012	Universal	Collaborate Smart: Develop, Build, and Strengthen	Hilton Indianapolis North	Susan Hentz	30	71	61 - 4.6
10/9/2012	Universal	Co-Teaching: Practical Strategies	Hilton Indianapolis North	Susan Hentz	30	83	84 - 4.1
10/10/2012	Universal	The Highly Engaged Classroom	Hilton Indianapolis North	Susan Hentz	30	58	53 - 4.6
10/16/2012	Intensive	Writing Measurable Goals	Wawasee Community Schools	A.Stovall, P.Downey	10	15	14 - 4.0
10/25/2012	Targeted	LRE	Fort Wayne Community Schools	A.Stovall, P.Downey	4	307	84 - 3.0
10/25/2012	Targeted	Writing Measurable Goals	Frankfort	M.Johnson	5	37	not available
10/30/2012	Intensive	Initial Evaluation Process	Lew Wallace, Gary	B.Butcher	2	15	*
11/7/2012	Intensive	Initial Evaluation Process	Jefferson Elementary, Gary	B.Butcher	2	35	*
11/8/2012	Conference Presentation	Integration of Assistive Technology into the IEP	PATINS Conference, Indianapolis	M.Johnson	2	27	not available
11/12/2012	IHE	Transition in the IIEP	IPFW	A.Stovall	2	8	not available
11/13/2012	Intensive	Initial Evaluation Process for Social Workers	Lincoln Elementary, Gary	B.Butcher	2	6	*
11/27/2012	IHE	Writing Measurable Goals	Ball State University - Dr. Harvey	A.Stovall	2	13	13 - 5.0
11/28/2012	TSO	Classroom Management Strategies	CSUSA - Emma Donnan	P.Downey	6	14	12 - 3.7

11/30/2012	Intensive	Referral Process	Lew Wallace, Gary	B.Butcher	2	10	*
12/5/2012	TSO	Engagement and Building Relationships	CSUSA - Emma Donnan	A.Stovall, P.Downey, J.Piersall, M.Johnson	6	12	*
12/10/2012	Targeted	Co-Teaching Procedures and Practices	Suncrest, Frankfort	Kim McDuffie-Landrum, M.Johnson	14	6	not available
12/12/2012	TSO	IIEP Q & A	CSUSA - Emma Donnan	A.Stovall, J.Piersall	2.5	11	*
12/18/2013	Universal	IEP Workshop	Hoosier Academy - Indianapolis	M.Johnson	5	22	17 - 4.8
12/21/2013	TSO	Indiana IEP System Training	CSUSA - Manual High School	M.Johnson, J.Piersall	10	15	13 - 4.6
Total			**21 Training Events**		**181.5**	**812**	
* Denotes ongoing training series; Session feedback collected at each event; Evaluation conducted periodically **Training hours = number of hours of training content x number of staff involved in training							

TRAINING RECORD 2012-2013 QUARTER TWO: JANUARY 1 - MARCH 31, 2013							
DATE	TYPE	TOPIC	LOCATION	PRESENTER(S)	TRAINING HOURS**	ATTENDEES	EVALUATIONS: # & overall rating
1/15/2013	Targeted	Refresher Walkthrough for WCISSC	Crawfordsville	M.Johnson	5	62	48 - 4.2
1/16/2013	TSO	Data Collection	CSUSA - Emma Donnan	M.Johnson, A.Stovall, J.Piersall	3.75	14	*
1/22/2013	IHE	Indiana IEP - Collaboration Project Assignment Pre-service	Ball State University	A.Stovall	2	11	10 - 4.9
1/23/2013	TSO	Present Levels and Goals	CSUSA - Emma Donnan	P.Downey, M.Johnson, J.Piersall	3.75	14	*
1/28/2013	Targeted	Indiana IEP Training - Day 1	Ft. Wayne Community Schools	A.Stovall, J.Piersall	8	24	15 - 4.7
1/29/2013	Intensive	Indiana IEP Refresher - AM	Gary Community Schools	A.Stovall	3	33	15 - 4.5
1/29/2013	Intensive	Indiana IEP Refresher - PM	Gary Community Schools	A.Stovall	3	33	20 - 4.7
1/31/2013	Intensive	Indiana IEP Refresher - AM	Gary Community Schools	A.Stovall, J.Piersall	6	37	27 - 4.1
1/31/2013	Intensive	Indiana IEP Refresher - PM	Gary Community Schools	A.Stovall, J.Piersall	6	24	18 - 4.3
2/13/2013	TSO	FBA and BIP	CSUSA - Emma Donnan	A.Stovall, P.Downey	2.5	10	10 - 4.1
2/19/2013	Targeted	IIEP Training, Day Two	Ft. Wayne Community Schools	A.Stovall	6	25	13 - 4.9
2/20/2013	TSO	Behavior Procedures	CSUSA - Emma Donnan	A.Stovall, P.Downey	2.5	12	Feedback sheet completed
2/21/2013	Conference Presentation	Indiana IEP Update and Q&A for Special Education Administrators - Session 1	ICASE Spring Conference, Indianapolis	M.Johnson, J.Piersall	3	22	not available
2/21/2013	Conference Presentation	Indiana IEP Update and Q&A for Special Education Administrators - Session 2	ICASE Spring Conference, Indianapolis	M.Johnson, J.Piersall	3	10	not available
2/21/2013	Conference Presentation	Indiana IEP Update and Q&A for Special Education Administrators - Session 3	ICASE Spring Conference, Indianapolis	M.Johnson, J.Piersall	3	15	not available
2/27/2013	Universal	Creating Differentiation in Inclusive Classrooms Using Current and Future Strategies and Technology	Inclusion Pre-Conference, Hilton Indianapolis North	Lisa Dieker	55	81	72 - 4.81

2/28/2013 3/1/2013	Universal	Theme: From Disability to Possibility; a total of 35 sessions addressing different aspects of Inclusion	Inclusion Conference, Hilton Indianapolis North	33 National & State Presenters	108	314	121 - 4.63
3/13/2013 3/14/2013	Targeted	Indiana IEP Workshop, Group 1	Greendale Middle School, Lawrenceburg	M.Johnson	6	18	14 - 4.1
3/13/2013 3/14/2013	Targeted	Indiana IEP Workshop, Group 2	Greendale Middle School, Lawrenceburg	M.Johnson	6	15	13 - 4.6
3/14/2013	Intensive	Legal Issues	Gary Area Career Center	Monica Conrad	8	31	not available
3/15/2013	Targeted	IIEP for Administrators	Greendale Middle School, Lawrenceburg	M.Johnson	2	8	8 - 5.0
3/18/2013	IHE	IIEP Training, Day Two Pre-service	Butler University	M.Johnson	2	20	17 - 4.4
3/20/2013	Universal	Writing Measurable Goals	Hoosier Academy	M.Johnson	5	14	12 - 4.91
3/21/2013	Targeted	IIEP Training Pilot Group	MSD Wayne Township	M.Johnson	5	21	13 - 4.56
			24 Training Events		**257.5**	**868**	

* Denotes ongoing training series; Session feedback collected at each event; Evaluation conducted periodically
**Training hours = number of hours of training content x number of staff involved in training

DATE	TYPE	TOPIC	LOCATION	PRESENTER(S)	TRAINING HOURS**	ATTENDEES	EVALUATIONS: # & overall rating
4/2/2013	Universal	Measurable Goals	IEPRC Office	M.Johnson	5	7	5 - 4.8
4/3/2013	TSO	Behavior Intervention Plans	CSUSA - Emma Donnan	P.Downey	1.25	4	*
4/9/2013	Universal	Progress Monitoring	IEPRC Office	M.Johnson	5	10	10 - 4.4
4/10/2013	TSO	Present Levels	CSUSA- Manual High School	P.Downey	1.25	5	*
4/10/2013	TSO	Present Levels	CSUSA - Emma Donnan	A.Stovall	1.25	6	*
4/16/2013	Universal	IIEP Regional Update AM	Washington High School	M.Johnson	3	1	1 - 5.0
4/16/2013	Universal	IIEP Regional Update PM	Washington High School	M.Johnson	3	2	2 - 5.0
4/17/2013	TSO	Present Levels	CSUSA - Howe High School	P.Downey	1.25	3	*
4/17/2013	TSO	Measurable Goals	CSUSA - Manual	A.Stovall	1.25	4	*
4/23/2013	Universal	IIEP Regional Update AM	Bloomington High School South	M.Johnson	2	8	not available
4/23/2013	Universal	IIEP Regional Update PM	Bloomington High School South	M.Johnson	2	6	not available
4/24/2013	TSO	Goal Writing	CSUSA - Howe High School	A.Stovall	1	5	*
5/13/2013	TSO	Paraprofessional's Behavior Management Training AM	CSUSA	A.Stovall, P.Downey	4	10	10 - 4.6
5/13/2013	TSO	Paraprofessional's Behavior Management Training PM	CSUSA	A.Stovall, P.Downey	4	3	3 - 4.6
5/20 & 24/13	Targeted	Train-the-Trainer IIEP	MSD of Wayne Township	M.Johnson	10	32	31 - 4.6
5/28/2013	Targeted	Co-Teaching Basics - Session 1	Kokomo-Center Twp. School	M.Johnson, A.Stovall, P.Downey	6	6	6 - 4.8
5/28/2013	Targeted	Co-Teaching Basics - Session 2	Kokomo-Center Twp. School	M.Johnson, A.Stovall, P.Downey	6	11	11 - 3.9
5/28/2013	Targeted	Co-Teaching Basics - Session 3	Kokomo-Center Twp. School	M.Johnson, A.Stovall, P.Downey	6	29	29 - 3.8
5/29/2013	Targeted	Co-Teaching Basics AM	Kokomo-Center Twp. School	M.Johnson, P.Downey	4	16	10 - 4.0
5/29/2013	Targeted	Co-Teaching Basics PM	Kokomo-Center Twp. School	M.Johnson, P.Downey	4	14	11 - 4.5
6/3/2013	Targeted	IIEP for School Psychologists	MSD of Wayne Township	M.Johnson	2	14	12 - 4.5

TRAINING RECORD 2012-2013 QUARTER THREE: APRIL 1 - JUNE 30, 2013

6/10/2013	Targeted	IIEP for Elementary	MSD of Wayne Township	M.Johnson	6	34	30 - 4.3
6/11/2013	Targeted	IIEP for Secondary	MSD of Wayne Township	M.Johnson	6	53	45 - 4.4
6/12/2013	Targeted	IIEP for Special Service Providers	MSD of Wayne Township	M.Johnson	6	23	6 - 4.8
6/18/2013	Universal	Summer Institute I - IEP Overview	Hilton Garden Inn, Indianapolis	M.Johnson	2.5	65	43 - 4.3
6/18/2013	Universal	Summer Institute I - Behavior Intervention Plans	Hilton Garden Inn, Indianapolis	P.Downey, A.Stovall	3	37	37 - 4.6
6/18/2013	Universal	Summer Institute I - Student Evaluation and Data Collection	Hilton Garden Inn, Indianapolis	B.Butcher	1.5	16	16 - 4.3
6/18/2013	Universal	Summer Institute I - Writing Measurable Goals	Hilton Garden Inn, Indianapolis	M.Johnson	1.5	41	41 - 4.1
6/19/2013	Universal	Summer Institute II - IEP Overview	Hilton Garden Inn, Indianapolis	M.Johnson	2.5	50	26 - 4.3
6/19/2013	Universal	Summer Institute II - Behavior Intervention Plans	Hilton Garden Inn, Indianapolis	P.Downey, A.Stovall	3	21	21 - 4.1
6/19/2013	Universal	Summer Institute II - Student Evaluation and Data Collection	Hilton Garden Inn, Indianapolis	B.Butcher	1.5	14	14 - 3.3
6/19/2013	Universal	Summer Institute II - Writing Measurable Goals	Hilton Garden Inn, Indianapolis	M.Johnson	1.5	25	25 - 4.5
Totals			**32 Training Events**		**108.25**	**575**	
* Denotes ongoing training series; Session feedback collected at each event; Evaluation conducted periodically ** Number of hours of training conducted x number of IEPRC staff involved in the training session							

TRAINING RECORD 2012-2013 QUARTER FOUR: JULY 1 - SEPTEMBER 30, 2013

DATE	TYPE	TOPIC	LOCATION	PRESENTER(S)	TRAINING HOURS**	ATTENDEES	EVALUATIONS: # & overall rating
7/11/2013	Targeted	PAR In-service for Administrators	Tindley Accelerated School	P.Downey	1.5	13	2 - 4.0
7/16/2013	Universal	Summer Institute III - IEP Overview	Hilton Garden Inn, Indianapolis	M.Johnson	5	46	37 - 4.4
7/17/2013	Universal	Summer Institute IV - Measurable Goals, Session 1	Hilton Garden Inn, Indianapolis	M.Johnson	2.5	44	38 - 4.5
7/17/2013	Universal	Summer Institute IV - Measurable Goals, Session 2	Hilton Garden Inn, Indianapolis	M.Johnson	2.5	37	29 - 4.7
7/17/2013	Universal	Summer Institute IV - Behavior Intervention, Session 1	Hilton Garden Inn, Indianapolis	P.Downey, A.Stovall	5	39	32 - 4.6
7/17/2013	Universal	Summer Institute IV - Behavior Intervention Session 2	Hilton Garden Inn, Indianapolis	P.Downey, A.Stovall	5	37	32 - 4.4
7/23/2013	Universal	Co-Teaching for the Inclusive Classroom - S.Hentz	Hilton Garden Inn, Indianapolis	S.Hentz	5.5	121	94 - 4.5
7/24/2013	Universal	Co-Teaching: Working Together in Today's Inclusive Classroom - S.Hentz	Hilton Garden Inn, Indianapolis	S.Hentz	5.5	113	77 - 4.8
7/25/2013	Universal	Co-Teaching: The Highly Engaged Classroom - S.Hentz	Hilton Garden Inn, Indianapolis	S.Hentz	5.5	116	70 - 4.8
7/29/2013	Intensive	Measurable Goals & Progress Monitoring	New Castle Community Schools	M.Johnson	5	25	4 - 4.3
7/30/2013	Intensive	Measurable Goals & Progress Monitoring	New Castle Community Schools	M.Johnson	5	19	10 - 5.0
8/1/2013	Universal	Summer Institute V - IIEP Overview	Hilton Garden Inn, Indianapolis	M.Johnson	5	61	48 - 4.3
8/2/2013	Universal	Summer Institute VI - Measurable Goals (2 sessions)	Hilton Garden Inn, Indianapolis	M.Johnson	5	72	54 - 4.6
8/2/2013	Universal	Summer Institute VI - Behavior Intervention (2 sessions)	Hilton Garden Inn, Indianapolis	P.Downey	5	72	49 - 4.2
8/6/2013	Targeted	Measurable Goals	Cooperative School Services, Rensselaer	M.Johnson	5.5	17	17 - 4.8
8/6/2013	Targeted	IIEP Training Day One	East Noble Schools	A.Stovall	5	26	14 - 4.6
8/8/2013	Targeted	IIEP Training Day Two	East Noble Schools	A.Stovall	5	25	15 - 4.3
8/7-8/2013	Targeted	IIEP Training	Danville High School	M.Johnson	10	17	16 - 4.7
8/13/2013	Targeted	Co-teaching Basics	Delphi Community Schools	P.Downey, A.Stovall	3	24	23 - 3.7
8/13/2013	Universal	Summer Institute VII - IIEP	Hilton Garden Inn, Indianapolis	M.Johnson	5	55	49 - 4.1

Date	Type	Title	Location	Presenter	Hours	Attendance	Evaluation
8/14/2013	Universal	Summer Institute VIII - Writing Measurable Goals	Hilton Garden Inn, Indianapolis	M.Johnson	5	72	60 - 4.5
8/15/2013	Targeted	Measurable Goals & Progress Monitoring - AM Session	Special Services Johnson County	M.Johnson	3	24	24 - alternative evaluation used
8/15/2013	Targeted	Measurable Goals & Progress Monitoring - PM Session	Special Services Johnson County	M.Johnson	3	30	26 - alternative evaluation used
8/22/2013	Targeted	Measurable Goals and Progress Monitoring	South Harrison School Corporation	M.Johnson	3	28	26 - 4.6
8/23/2013	Targeted	Measurable Goals and Progress Monitoring	North Harrison School Corporation	M.Johnson	3	22	21 - 4.7
8/28/2013	Targeted	Writing Measurable Goals	Elwood	A.Stovall	3.5	6	6 - 5.0
8/29/2013	Intensive	IIEP Admin Training	Gary Community School Corporation	A.Stovall	5	18	9 - 4.1
8/29/2013	Targeted	IIEP Walkthrough	Plainfield, Avon and Brownsburg @ Brownsburg HS	M.Johnson	5	13	10 - 4.9
9/3/2013	Targeted	IIEP Walkthrough	Zionsville Community Schools	M.Johnson	5	46	36 - 3.9
9/4/2013	Targeted	IIEP Walkthrough	Brownsburg Community Schools	M.Johnson	5.5	14	14 - 4.7
9/6/2013	Targeted	Writing Measurable Goals and Progress Monitoring	Scott County Community Schools 1	M.Johnson	5	14	14 - 4.9
9/10/2013	Targeted	IIEP Walkthrough	Mooresville Cons. Schools	M.Johnson	5	21	19 - 4.4
9/11/2013	Targeted	IIEP Walkthrough	Mooresville Cons. Schools	M.Johnson	5	16	13 - 4.5
9/13/2013	Targeted	Evaluation Processes in IIEP - AM	Jay County	A.Stovall	3	18	13 - 4.0
9/13/2013	Targeted	Evaluation Processes in IIEP - PM	Jay County	A.Stovall	3	27	13 - 4.3
9/17/2013	Targeted	IIEP Walkthrough	Mooresville Cons. Schools	M.Johnson	5	20	17 - 4.4
9/17/2013	Targeted	IIEP Walkthrough	Southwest Allen County Schools	A.Stovall	5	26	21 - 4.3
9/18/2013	Targeted	Measurable Goals	Southwest Allen County Schools	A.Stovall	5	27	18 - 4.4
9/18/2013	Targeted	IIEP Walkthrough	Mooresville Consolidated School Corporation	M.Johnson	5	14	10 - 4.6
9/19/2013	Targeted	IIEP Walkthrough	Plainfield @ Avon HS	M.Johnson	5	14	14 - 4.5
9/20/2013	Targeted	IIEP Walkthrough	Avon and Plainfield @ Avon High School	M.Johnson	5	43	21 - 4.6
9/23/2013	Targeted	IIEP/Article 7/Policy and Procedures	Adams-Wells Special Services Cooperative	A.Stovall	5	36	20 - 3.9
			42 training events		**193.5**	**1528**	

IEPRC TECHNICAL ASSISTANCE

IEPRC staff members provide technical assistance to the state's educators on a daily basis. Most technical assistance during the project year was focused on the state IEP system (IIEP) and specific components of the IEP. These sessions revolve around goals, progress monitoring, least restrictive environment, co-teaching or potential harmful effects. Brief descriptions are presented for a specific area with guidance from Article 7 and other sources, when appropriate. In many cases during the project year, extensive technical assistance was given to districts transitioning from an alternative system to the Indiana IEP.

Many districts request technical assistance to allow teachers and staff to ask questions regarding Indiana IEP and about any changes or updates that have occurred with the system. We examine each case presented and attempt to resolve the issue, clarify the process, or if needed, report the issue to IDOE/PCG. Attendees are encouraged to share their current procedures and examples. Potential procedural changes are often discussed to align better with Article 7 requirements and resolve specific issues raised during the discussion of the content area.

School districts which received extensive technical assistance during the project year follow. Work with each of these districts varied from single half-day sessions for administrators and specific staff to several days of support with teachers and staff of an entire district.

- MSD Wayne Township
- Danville Community School Corporation
- Avon Community School Corporation
- Plainfield Community School Corporation
- Mooresville Consolidated School Corporation
- Greenfield-Central Community Schools
- Hancock-Madison Special Services Cooperative
- West Central Joint Services
- Zionsville Community School Corporation
- Franklin Community School Corporation
- Special Services of Johnson County
- Brownsburg Community School Corporation
- Community Schools of Frankfort
- Scott County School District 1
- Kokomo-Center Township Schools
- Cooperative School Services, Rensselear
- Lawrenceburg Community School Corporation
- South Harrison Community Schools
- Fort Wayne Community Schools
- Elkhart Community Schools
- Michigan City Area Schools
- Adams-Wells Special Education Cooperative
- Rising Sun-Ohio County Community Schools

Each month Virtual Office Hours, a one-hour question and answer webinar, is hosted by IEPRC Consultant Matt Johnson. The sessions generally include 15 to 30 participants. Each session begins with an update on any changes to IIEP. Participants ask questions about how to complete a specific IIEP section, special education processes and procedures and Article 7 guidance. After each session the questions and answers are then posted to Learning Connection and the IEPRC website.

Documentation of in-depth technical assistance can be found in staff Contact Reports for the entire project year, Briljent records for October 1, 2012 through March 31, 2013 and staff Monthly Reports for April through September 2013.

LRE MONITORING VISITS

Monitoring Visit District	Staff	Date 1	Date 2	Date 3	Deliverables Addressed	Indicators Addressed	Organization Name	Additional Comments
CSUSA-Howe, Manual, Emma Donnan Re-visit	Pete Downey Jolly Piersall	24-Sep-2013	25-Sep-2013		3D) Collaborate with IDOE and conduct on-site monitoring visits	5. LRE Placement, 15. Monitoring, Complaints and Hearings, 20. Timeliness of State Reported Data and Reports	CSUSA - Howe, Manual, Emma Donnan	Re-visit with 3 CSUSA schools. Observed classes and interviewed staff members. Also began talks about needs for TA/PD throughout CSUSA schools.
KIPP Academy	Pete Downey	23-Sep-2013			3D) Collaborate with IDOE and conduct on-site monitoring visits	5. LRE Placement, 15. Monitoring, Complaints and Hearings, 20. Timeliness of State Reported Data and Reports	9400 KIPP Indpls College Preparatory	Determined gaps in KIPP's placement of students and services provided. Observed classrooms and interviewed staff members. IEPRC will provide TA and PD based on IDOE findings.
Anderson Community Schools	Pete Downey, Angie McKinney	10-Sep-2013	11-Sep-2013	12-Sep-2013	3D) Collaborate with IDOE and conduct on-site monitoring visits	5. LRE Placement, 15. Monitoring, Complaints and Hearings, 20. Timeliness of State Reported Data and Reports	5275 Anderson Community School Corp	Participated in the entrance conference, interviews, observations and exit conference items to be shared with district leadership; gave feedback to district leadership; provided resources (RtI materials for principals).

Gary Monitoring Visit	Pete Downey, Barb Butcher, Kathy Springer, Mary Meduna-Gross, Kwesi Bentum, Jolly Piersall	12-Aug-2013	13-Aug-2013	14-Aug-2013	3D) Collaborate with IDOE and conduct on-site monitoring visits	5. LRE Placement, 15. Monitoring, Complaints and Hearings, 20. Timeliness of State Reported Data and Reports	4690 Gary Community School Corp	Reviewed IEPs for compliance in the area of suspension and expulsion, specifically around timeline concerns, # of suspension days, proper procedures, and documentation.
MSD Perry Township	Matt Johnson, Pete Downey, Jolly Piersall	22-Apr-2013	23-Apr-2013	24-Apr-2013	3D) Collaborate with IDOE and conduct on-site monitoring visits	5. LRE Placement, 15. Monitoring, Complaints and Hearings, 20. Timeliness of State Reported Data and Reports	5340 M S D Perry Township	
MSD Lawrence Township	Matt Johnson, Pete Downey	12-Feb-2013	13-Feb-2013		3D) Collaborate with IDOE and conduct on-site monitoring visits	5. LRE Placement, 15. Monitoring, Complaints and Hearings, 20. Timeliness of State Reported Data and Reports	5330 M S D Lawrence Township	
Lawrenceburg	Matt Johnson	28-Nov-2012	29-Nov-2012		3D) Collaborate with IDOE and conduct on-site monitoring visits	5. LRE Placement, 15. Monitoring, Complaints and Hearings, 20. Timeliness of State Reported Data and Reports	1620 Lawrenceburg Com School Corp	

Gary Roosevelt Re-visit	Pete Downey, Jolly Piersall	15-Nov-2012			3D) Collaborate with IDOE and conduct on-site monitoring visits	5. LRE Placement, 15. Monitoring, Complaints and Hearings, 20. Timeliness of State Reported Data and Reports	Edison Learning Roosevelt	
Jennings County	Matt Johnson	06-Nov-2012	07-Nov-2012		3D) Collaborate with IDOE and conduct on-site monitoring visits	5. LRE Placement, 15. Monitoring, Complaints and Hearings, 20. Timeliness of State Reported Data and Reports	4015 Jennings County Schools	

SUMMARY OF PROFESSIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE FOR TURNAROUND SCHOOL OPERATORS

IDOE requested that the Indiana IEP Resource Center (IEPRC) provide professional development (PD) and technical assistance (TA) to the three turnaround school operators (TSOs) which include Ed Power – Arlington; Edison Learning - Gary Roosevelt; and Charter Schools USA (CSUSA) - Howe, Manual, and Emma Donnan.

EdPower - Arlington High School, Indianapolis

Arlington High school has had the strongest framework for providing special education services of all of the Turnaround School Operators. They have contracted services of related service providers and have a corporate training agenda for their teachers. There was minimal interaction with the main office administration. IEPRC has had little interaction with the general building administrators. Special education services appeared to operate separately and subordinate to the main office.

IEPRC team on-site visits to the school were largely meetings with the special education director and school psychologist. Access to classroom observations of special education teachers was limited. IEPRC staff has had little opportunity to work directly with the teachers. However, this has begun to change. The special education director and lead building coordinator attended several IEPRC-sponsored summer trainings.

Following these trainings, Arlington leadership requested professional development from IEPRC in the areas of the role of the Public Agency Representative, Functional Behavior Assessments and Behavior Intervention Plans, and the role of Paraprofessionals.

Fall 2013, IEPRC team members were able to visit each classroom and meet all of the teaching staff. Two weeks later, IEPRC staff provided a day long Q & A session with teachers. Topics covered included transition assessment tools, documenting the discussions of transition components in the IEP, and other general questions about the IIEP system and the case conference process. Special education building leaders have requested training on the role of paraprofessionals to be held in the winter of 2014.

Edison Learning - Theodore Roosevelt Technical and Career Center, Gary

Support provided to Theodore Roosevelt has largely been technical assistance to the special education building leadership around navigating the electronic Indiana IEP tool. The school had changes in building-level special education leadership which impacted the local knowledge base in regards to the electronic IEP system. Frequent phone calls and conversations were held to work through assigning system access to new users and creating teacher caseloads and transferring students. Specific supports included inviting staff to administrative user training, follow-up phone calls, and online and on-site IIEP assistance with IEPRC consultants.

Teaching staff had opportunities to attend regional trainings for Indiana IEP Walkthroughs, Progress Monitoring and Co-Teaching strategies. They also had a day of on-site technical assistance in use of the Indiana IEP system, providing an opportunity to ask questions and review the IEP process with IEPRC staff. Areas of focus included goal writing, progress monitoring designs in Indiana IEP and general progress monitoring. Leadership has requested additional training in the IEP process which has been scheduled for winter 2014 to support newer staff members.

Building walkthroughs and classroom observations were completed. Feedback was provided to building leaders regarding matching special education service delivery to identified student needs, evidence of complete continuum of services, and effective use of co-teaching. School leadership was focused on compliance issues. They were encouraged to focus on meeting the specialized education needs of their learners through student-specific IEP development.

Charter Schools USA (CSUSA) - Howe, Manual and Emma Donnan
In early August of 2012, it became evident that CSUSA did not have the most basic elements in place to meet the needs of students identified under Article 7 as needing additional services, not to mention the essentials of running a school in general. As a result action plans were developed by IDOE and IEPRC staff. Action plans and accompanying resources from IEPRC met a great deal of resistance from CSUSA leadership (i.e. corporate leadership). These action plans ran through mid-October 2012 and did not accomplish the desired outcomes.

There continued to be many barriers to providing PD and TA within CSUSA schools. In addition to the aforementioned barrier with corporate leadership, there was the lack of organizational and/or communication structure from top to bottom within CSUSA concerning special education. Factor in the lack of overall educational experience within the ranks of teachers in general, but in particular, the lack of experience in the area of educating students with special needs, the scenario created was one that left children without the most rudimentary elements of a quality education. From the start CSUSA did not have the proper positions required to effectively operate special education programing in a public school setting. CSUSA started the first two and a half months of the school year with no occupational therapist, physical therapist, school psychologist, or speech language pathologist on staff, as well as no school nurse in any of the three schools. CSUSA also had four different directors of special education during the school year. Two directors resigned their position within four to six weeks of accepting the position. The final director for the year was a paid consultant and not on-site more than three days per week. As a result administrators and staff had a lack of consistent leadership to go to for answers to questions or direction in the area of special education.

Despite these obstacles throughout the school year, successes and improvement were evident in the areas of classroom instruction, behavior management, goal writing, progress monitoring, and the overall writing of meaningful and compliant IEPs. The relationships, built throughout this first year between IEPRC staff and the teachers of CSUSA, have been beneficial to all involved, particularly for the students and families these schools serve.

The following information is a summary of the IEPRC's work during the 2012-2013 school year with TSOs, particularly CSUSA. This summary includes compliance tasks requested by the IDOE, TA and resources provided and PD topics presented. During August through December three to four IEPRC staff made weekly on-site visits to multiple schools. Activities that occurred during these on-site visits included classroom observations, debriefing of observations with teachers and administration, modeling if requested, and feedback on issues teachers and administration had concerning the education of all students, but particularly those students identified as a student with a disability.

Technical Assistance and Resources Provided by IEPRC Staff:

- Provided CSUSA with local university and LEA contacts.

- Facilitated and/or expedited account set-up for Indiana IEP access.

- Offered assistance in completion of master schedule.

- Provided support in creating an accurate enrollment list of students by disability category.

- Assisted administrators and TORs in establishing a process to build caseloads.

- Collaborated with HANDS in Autism to provide examples of safety plans.

- Provided sample staff signature document for verification of responsibilities in implementing IEPs.

- Reviewed IEPs to determine areas of need for PD and TA.

- Assistance in review of IEPs to determine which IEPs may be accepted as received from previous LEA or need move-in conferences.

- In collaboration with PATINS, provided assistance in identifying and locating needed AT devices.

- Offered assistance in review of IEPs to determine any compensatory services needed and to facilitate a service delivery schedule.

- Provided training in use of Indiana IEP Advanced Reporting to obtain reports for initial evaluation timelines, reevaluation dates, ACR dates, LRE placements, disability categories, AT needs, transportation and related services.

- Provided examples of policies and procedures utilized by other LEAs for initial educational evaluations and reevaluations.

- Offered assistance in development of these policies, practices and procedures to ensure compliance with IDEA and Article 7.

- Conducted classroom observations and provided feedback to staff.

- Conducted building walkthroughs.

- Communicated with building administrators weekly by email, phone calls and face-to-face meetings.

- Met with individual teachers as requested.

Professional Development Provided by IEPRC Staff:

- 7/27/2012 – RTI, IIEP and Article 7

- 10/5/2012 – IIEP Training (Gary Roosevelt)

- 11/28/2012 – Classroom management strategies

- 12/5/2012 – Engagement and building relationships with students

- 12/12/2012 – IIEP Q & A

- 12/21/2012 – IIEP training

- 1/16/2013 – Data collection

- 1/23/2013 – Present levels and measurable goals

- 2/13/2013 – FBA and BIP

- 2/20/2013 – Behavior procedures

- 4/3/2013 – BIPs

- 4/10/2013 – Present levels (Manual/Emma Donnan)

- 4/17/2013 – Measurable goals (Manual); Present levels (Howe)

- 4/24/13 – Writing Measurable Goals (Howe)

- 5/13/2013 – Paraprofessionals behavior management training

- 5/15/2013 - Q & A on IIEP (Emma Donnan /Manual)

GARY COMMUNITY SCHOOL CORPORATION SUMMARY OF ACTIVITIES

District and Building Leadership

- Collaborated with district leadership in regard to putting formal processes and procedures in place that improves programming for special needs children.

- Worked with building principals to improve instruction, curriculum and behavioral management practices within their building.

- Created a plan with individual schools to address inclusion, differentiated instruction, and inclusion implementation.

- Supported leadership with their plans to maximize building resources by rewriting the roles of the auxiliary special education staff.

- Served as liaison between Gary and IDOE leadership in terms of reporting, enforcing compliance issues and finding solutions to barriers that obstruct progress.

File Review and Data Collection

- Collaborated with the IT staff to integrate special education data fields into SunGard student system and coordinate with IDOE's Real Time submission.

- Developed a formal verification process for teachers and principals to improve the accuracy of data by requiring them to review and sign off on the submitted information.

- Tracked staff usage information and created IIEP reports for leadership as needed.

- Randomly pulled files on special needs students to review compliance of IEPs and LRE placements.

- Assisted in analyzing data from district screening assessments to identify at-risk students and to decrease the need for full evaluations.

- Promoted a common language in student information system to coincide with state reporting so that data can be accurately analyzed and reported.

- Participated with IDOE site monitoring team to observe, interview and review compliance data.

- Assisted in correction of student records flagged by IDOE for data or procedural errors.

- Put into place a monthly special education data tracking system for documenting initial evaluations, ACR's and other time sensitive information.

- Consulted with Gary staff in designing and implementing a parallel data system to generate accurate state reports.

Technical Assistance and Professional Development
- Provided in-service for administrators on the new referral procedures, the evaluation process and steps for addressing parent concerns.

- Worked directly with teachers on Indiana IEP program, writing measureable goals and assisting teachers with data entry.

- Delivered in-service presentations to all special education staff on compliance issues with the case conference process.

- Provided resources and technical assistance related to student transition mandates.

- Attended/presented professional development and training sessions as directed by IEPRC Director.

Collaborative Partnerships
- Worked with community resources (e.g. First Steps, IN*Source) to enhance services for parents and students.

- Created professional partnerships to share educational resources (e.g. Hammond/Gary preschool teams met to share ideas and compare practices).

- Assisted Gary Roosevelt staff on setting up special needs programs, analyzing student data and providing technical support for the Indiana IEP.

- Teamed with other IEPRC staff working with turnaround schools to problem-solve and maximize training.

Evaluation and Compliance
- Updated evaluation assessment tools that are sensitive to identifying disabilities and are data-driven.

- Reviewed past evaluations to determine if eligibility requirements were followed for each disability.

- Created a handout for psychologists summarizing problem issues in order to prevent future compliance issues.

- Collaborated with the school psychologists on significant eligibility issues, 50 day timelines, role in case conferences, assessment data, following Article 7 requirements, and child advocacy.

- Created an exclusionary list to address Article 7 non-eligibility factors for SLD that would negate the need for an educational evaluation.

- Composed formal IDOE recommendations to create changes on procedures relating to compliance issues (i.e. initial evaluations and manifestations).

- Introduced social workers and guidance counselors to proactive behavioral prevention programs to reduce suspension rates.

Gary Project Team

- Planned, interviewed and designed specific job descriptions for Gary Project team

- Employed a team comprised of school psychologists, compliance specialists and a data coordinator in August and September 2013.

- Established key objectives of Gary Project team for 2013-2014 school year:
    - Address compliance barriers and Article 7 infractions.
    - Create building teams to address compliance issues.
    - Implement a process for reducing suspensions/expulsions.
    - Update assessment instruments to address over-identification in eligibility categories.
    - Deliver professional development and technical assistance to staff to meet state mandates.
    - Ensure the integrity of data for state reporting by assisting GCSC with collecting data and monitoring monthly IDOE Compliance Reports.
    - Implement IREAD, an early intervention reading program, in seven schools.
    - Create sustainable, systemic change.

WEBSITE AND MEDIA SERVICES

The Indiana IEP Resource Center website, www.indianaieprc.org, is continually maintained and updated. Promotional announcements, contact lists, IDOE directives and IEPtv episodes are produced, published and disseminated. Some larger events, such as the *Focus on Inclusion* Conference, require customized "sub-sites" which include deliverables provided by presenters. These types of events include customized graphics and interfaces.

During the project year, the Joomla 2.5 website system was developed. The updated site includes several accessibility enhancements and an online registration system for training events. All components used by the previous system, such as Joomla's Remository document management system, were upgraded. Content was organized into more meaningful and precise categories. All videos were adapted to work with a new video player/plugin. New content and graphics were developed.

Top 5 website downloads:

- IEP Form = 2000

- *Focus on Inclusion* brochure and registration = 1120

- Consents and Notices in English = 939

- Research to Practice #3: Writing Measurable Goals = 883

- IEP Walkthrough for Teachers of Record = 835

The Media Production department was established this project year and is dedicated to producing audio, video and graphical content in support of the IEP Resource Center's mission. The content includes a monthly current-event type program titled "IEPtv", promotional videos and interviews of nationally-recognized special education experts. This content is disseminated in a variety of formats, including DVD, streaming video via the IEP Resource Center website, and for the future, live-web-streamed content.

Special attention is paid to Section 508 requirements of the Rehabilitation Act of 1973 regarding captioning for media content. Every attempt is made to provide open captions or text-based transcriptions of all video and audio content currently produced by the IEPRC. This level of accessibility speaks to the heart of the IEPRC mission.

The following is a list of productions for October 2012 through September 2013

Date	Production Title	Description
February 2013	IEPtv	Introduction to IEPTV; Concept of Inclusion
March 2013	IEPtv	Highlights of the *Focus on Inclusion* Conference with interviews from presenters
March 2013	Monica Conrad Presentation to Gary Community School Corporation	Managing Behavior Through Intervention Plans & Discipline Procedures –recorded and subsequently disseminated DVDs to Hammond and Gary schools for PD.
April 2013	IEPtv	Interview with Patrick Schwarz and Paula Kluth; Promo for the Research to Practice Conference
May 2013	IEPtv	Instructions for finalizing IEPs; Promotion of the Co-Teaching Institute with Susan Hentz
August 2013	IEPtv	Move-in Conferences and Transfer of Records
August 2013	Mock Case Conference DVD	Updated the Mock Case Conference videos and disseminated statewide
September 2013	IEPtv	Least Restrictive Environment
September 2013	CASE National Conference	Shot, edited and uploaded the Flash Mob presentation

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REPORT
OF

Indiana IEP Resource Center
Work Group on Alternative Programs, Career Readiness and Postsecondary Success for Students with Disabilities

Submitted by:
Indiana IEP Resource Center and Sara Z. Gutting, LLC

The Role of the Work Group

The Indiana IEP Resource Center (IEPRC) Work Group on Alternative Programs, Career Readiness and Postsecondary Success for Students with Disabilities (Work Group) was convened by the IEPRC in June 2013. The purpose was to research programs and resources that would assist in future development and implementation of alternative programs and services addressing graduation rates of students with disabilities (IEPRC Deliverables Year 3, Goal 6.) The focus population of this Work Group is students with disabilities who are unable to achieve the high school diploma. This Work Group also studied and discussed options for attaining meaningful employment and/or postsecondary success. The final product of these efforts is to provide a set of recommendations to the Indiana Department of Education (IDOE) to consider for future direction. There is a great deal of work to be done in the area of alternative programs and transition services for students with disabilities. The goal of the Work Group was to initiate the conversation among stakeholders.

The Work Group met four times over four consecutive months to discuss and research existing high school completion and transition programs and resources. Data on these topics was collected from other states for the Work Group to review. In addition to the Work Group meetings, a Parent Forum was held on September 4, 2013, to gather input from parents of children with special needs. This parent group was comprised of IN*Source program specialists, all who have at least one child with special needs. Many of them are currently navigating the transition phase.

Jolly Piersall and Denise Cox, IEPRC Director and Project Coordinator respectively, convened the Work Group to address a specific deliverable in the 2012-2013 IEPRC Goals. This goal stated:
Identify alternative programs and services to address student graduation and school completion outcomes by:

- Collaborating with stakeholders

- Conducting parent and community forums

- Researching credit recovery programs

- Researching and identifying transition preparation programs for career and postsecondary success.

The IEPRC contracted with Sara Z. Gutting, LLC to assist in the organization and facilitation of the Work Group meetings and the Parent Forum. Sara Gutting, President of Sara Z. Gutting, LLC, has over 15 years' experience in workforce development and has over 24 years of experience in adult education. Sara was contracted by IEPRC because of her involvement with the Regional Workforce Boards, Department of Workforce Development and local businesses. Patrick Jamison, a consultant with Sara Z. Gutting, LLC, is a Behavior Psychologist who has experience with Project Search, a transition program for students

with disabilities. Sara and Patrick partnered with IEPRC to plan and facilitate the Work Group meetings and Parent forum and assumed a lead role in drafting this report.

The Work Group shared and was provided information regarding the current status of in-school transition and support. Based on the Work Group's research, current data and discussions, as well as the parent forum input, recommendations are being made to the IDOE in three categories 1) Diploma Options, 2) Programs and Services, and 3) Business and Industry. This report outlines the process and outcomes of the Work Group.

Preparatory meetings

Four preparatory meetings were held between IEPRC and Sara Z. Gutting, LLC on April 10, April 17, May 6 and May 22, 2013 to discuss Work Group members, the Work Group needs assessment, and to plan the first agenda for June 5. Monthly meetings followed to discuss and plan subsequent Work Group meetings and the Parent Forum.

Discussion on the makeup of the group centered on the following agencies:

- Business and Industry Partners*
- Parents of Children with Disabilities
- Educational Partners
- Goodwill Industries
- IEPRC Representatives
- Consultants

*Although two business and industry partners were invited, only one participated in the Work Group.

Needs Assessment

A needs assessment was conducted and given to all Work Group members. Seven members responded to the needs assessment. Seven questions centering on transition from school to work were asked. The purpose of the needs assessment was to identify the knowledge and skills base of the Work Group. (See Appendix A for full assessment and responses.)

Summary of Needs Assessment Responses
From the information gathered, the following conclusions were made. These conclusions provided a basis for the Work Group meetings.

- There are few opportunities for postsecondary education for transition students.

- There are critical employment barriers, such as disability awareness training, that influence social stigma.

- A lack of program consistency exists in local transition programs.

- There is limited knowledge regarding service providers and services available for transitioning students.

Work Group Meetings

Work Group meetings were held at the IEPRC office on June 5, July 10, August 12, and September 24, 2013. Each meeting lasted two hours. A majority of the Work Group members were present for each meeting. (See Appendix B for a complete list of Work Group members).

Each Work Group meeting had a specific purpose and Work Group members were asked to gather information between meetings. Findings were brought to each meeting and discussed. Each subsequent meeting built on the information and research from the earlier meetings.

Meeting One—June 5, 2013

The overall theme of this meeting was to discuss the purpose and outcomes of the Work Group. The question was posted, "What do you need to know in order to move forward in this Work Group?" Common threads emerged from this discussion:

1) Information needed:
   a. Current outcome data
   b. Dropout rates (how is this defined?)
   c. Graduation rates
   d. If they did not graduate, did they gain employment?
   e. Data broken down into area of disability
   f. Data broken down into urban vs. suburban
2) What regions in Indiana are successful?
3) What systems are currently working?
4) What training is already in place in Indiana or in other states?
5) What is the IDOE direction?
6) How does special education fit into career and technical education services?
7) What skill sets are needed for graduation success/employment success?
8) Is there any training in the areas of social skills or working on a team?
9) What do businesses need/want in an employee and what are they looking for on an application?
10) How do we distribute the information?

Group members were tasked with researching specific transition programs and resources and asked to bring this information back to the next meeting.

Meeting Two—July 10, 2013

Meeting two was broken into two parts. The first half of the meeting, Work Group members reported out on their program findings. Discussion centered on having one webpage that was user friendly for employers, parents, and students to go to obtain resources. (See Appendix C—Resource page)

The second half of the meeting, the Work Group members broke into two groups: 1) School and 2) Business. The groups were tasked with coming up with one big idea that could be considered for a recommendation to IDOE.

School Group

This group answered the questions:

- Are there any programs from the group discussion list that would fit Indiana's existing framework?

- Could we adapt any of these to fit our needs?

- What barriers lay in the way of creating a Certificate of Completion with an attached skill set?

The group created a "Components to Consider" list.

1. Student Centered Needs
2. Schools should build on what schools and communities already have in place. They can do this by conducting a needs assessment.
3. Family support—based on their capacity and advocacy
4. Implementation of Mentors
5. Vocational Diploma with no End-of-Course Assessment (ECA) requirements
6. Early (prior to middle school) identification of non-core 40 students to prevent dropout and to help attain meaningful employment and postsecondary success.
7. Relevant and meaningful learning (mentoring, social skills, hands-on)
    a. Specific skill set for a particular profession. You must demonstrate specific math and reading skills for a specific vocation.
8. Person-centered planning regardless of disability
9. Student desire is a must.

Big Idea: Work Group members agreed they liked the IPS Project SITE (Skills for Independence, Transition, and Employment) program which has many of the components that the group agreed were necessary for successful transition, but also agreed that the program would need to be adapted to meet the transition population we are discussing in this Work Group.

Business Related

Discussion Points:

- Identify programs and services that address employment of persons with disabilities – Indiana Works Council; city-specific councils or task forces; Small Business Administration; companies receiving federal funds.

- Identify any services and employee training programs being offered to potential employees and employers – e.g. job coaches, initiatives through local Chambers of Commerce, Society for Human Resource Management (SHRM), Business Leadership Network.

- How do we encourage state and local Chambers of Commerce to get involved?

- Identify those employers who have established programs to provide training and support to employees with disabilities – e.g. WellPoint.

- Have a better understanding of the services provided through Vocational Rehabilitation and its service providers such as Goodwill, ARC and Easter Seals.

- Focus on soft skills as well as job skills.

- Communication among agencies is an issue – how can this be addressed?

- Learn more about system change grants through the U.S. Department of Health and Human Services.

Big Idea: There needs to be a comprehensive and well-communicated set of resources available to employers. This needs to include training, availability of support programs, forums for sharing, etc.

Meeting Three—August 12, 2013

T.J. Wills, IEPRC Graduate Assistant, shared the data he researched from other states regarding transition programs and supportive services (See Appendix D). This was handed out to all Work Group members. The focus of the research was twofold:

1) To collect statewide data on employment for individuals identified as having educational disabilities that completed school without a diploma, while focusing on the most comprehensive demographic breakdown possible.

2) To ascertain the scope of transition services available in other states with graduate qualifying exams and exit exams.

This meeting the Work Group agreed that from the lists and ideas generated we needed to focus on three areas: 1) Diploma Options 2) Programs and Services 3) Business. The group agreed that recommendations to IDOE would focus on these three areas and be based on a framework of questions.

Parent Forum—September 4, 2013

IEPRC conducted a Parent Forum in order to gather input from parents of children with disabilities. All parent participants were IN*SOURCE representatives (See Appendix E).

Four questions were asked of the parents and discussion on each question followed.

1) What have been your experiences with Vocational Rehabilitation centers as it relates to the services for your child/children?
2) What have been your experiences with transition programs in your area?
3) What are your school's relationships with other community organizations and/or employers?
4) What are the effective programs that you know of and/or have taken advantage of?
5) What is your vision for an effective transition program?

Summary of Parent Forum Comments

Common themes that came out of the questions follow:

- Parents would like to see more soft skills taught in school to prepare students for the world of work.
- Parents would like a diploma option that is not tied to Core 40.
- Parents would like to see more qualified job coaches and to have that role defined.
- Parents felt they struggle to find community organizations that will work with their child.
- Parents would like to see more opportunities like Project Search.
- Parents would like to see more active involvement from Vocational Rehabilitation as well as more uniformity in Vocational Rehabilitation services throughout the state.
- There is a gap between services provided and real-life situations.

Parents also stated that their vision for an effective transition program would be realistic and meaningful alternative programs that would translate into real life scenarios in a work setting. Information gathered from the Parent Forum was instrumental in forming our Indiana Department of Education recommendations.

Meeting Four—September 24, 2013

The Work Group broke into three groups: 1) Diploma Options 2) Program and Services and 3) Business to answer questions that would help construct an IDOE recommendation for each area. The framework questions for every group are as follows:

- Who needs to be involved?

- What are the benefits of this recommendation?

- What are the barriers to carrying out the recommendation?

- What is the immediate next step?

- What are the key components of the recommendation?

Additional questions for each group are as follows:

Diploma Options
- How do we develop a provisional (conditional) diploma? What would it look like?

- What would specific skillset certificates look like? Can this be part of vocational education?

- What are the barriers?

Programs and Services
- How can we strengthen what is already in place that works (i.e. employers, Project Search, Vocational Rehabilitation (VR)?

- What are the barriers?

- Identify and expand models that work.

Business and Industry
- How do we develop relationships and partnerships with employers?

- How do we create user friendly materials for employers that describe different disabilities?

- How do we get someone a job who does not have a high school diploma?

- How do we connect employers with supportive services?

- How do we recruit business mentors for our students?

- How do we approach employers regarding their hiring expectations and help them understand this population?

- What are the barriers?

Based on the information provided at this meeting, the Work Group discussed a series of recommendations. These recommendations were then drafted for review and disseminated to Work Group members for comment.

RECOMMENDATIONS OF THE WORK GROUP

The final meeting of the Work Group consisted of formulating recommendation for IDOE. These three recommendations were based on research and data gathered during the four months the Work Group met.

I.   Diploma Option Recommendation

The IEPRC Work Group recommends that the Indiana Department of Education (IDOE) identifies a diploma option for students who leave school without a Core 40 or General Diploma. This diploma option would stipulate a specific skillset in vocational education that does not match the current diplomas available in the state of Indiana; and, would benefit students, including those with disabilities, by providing additional employment and postsecondary opportunities.

It is further recommended that IDOE Office of Special Education convenes a committee of education leaders and decision-makers to discuss what such a diploma would entail. Discussion topics could include reviewing the current Indiana diploma structure and investigating how other states have implemented a vocational diploma. Suggested committee members:

- State Superintendent of Public Instruction
- State legislators who are members of the House or Senate Education Committees
- State Board of Education members
- Representatives of the State Superintendents' and State School Board Associations
- Members of the newly-formed Indiana Regional Works Councils

This recommendation supports current state education and employment priorities and may contribute to the desired results of:

- Increasing graduation rates
- Decreasing the number of individuals receiving public assistance
- Increasing opportunities for gainful employment
- Benefitting all types of learners
- Improving student engagement and relevancy of instruction
- Supporting current state focus on increased vocational opportunities

II.   Program and Services Recommendation

The IEPRC Work Group recommends that IDOE ensures that the relationship between local schools and Vocational Rehabilitation (VR) counselors supports the individual youth who are in transition. Work Group members conveyed that establishing a relationship between students and their families with the VR counselor as a top priority in successful transition from school to the workplace.

It is suggested that IDOE staff work with VR leadership to develop a concise and clear checklist of guidelines and resources to assist families of students with disabilities seeking employment. IDOE may disseminate the checklist through established listservs, Learning Connection, and other school communication.

This recommendation utilizes resources already in place and strives for a strengthening and uniformity in school/VR service levels statewide. A roundtable discussion between IDOE and VR leadership could be a beneficial beginning to reaching the goals of this recommendation.

III.   Business Recommendation

The IEPRC Work Group recommends that the IDOE builds upon its existing relationship with the State Chamber of Commerce (Chamber) and discuss ways that the Chamber can be a resource for their members regarding employing individuals with disabilities. We recommend IDOE leadership's first steps might be to work with the Chamber to form a committee to discuss the benefits to business of employing individuals with disabilities. The Chamber would be encouraged to identify members who have successfully hired individuals with disabilities and who have a history of supporting the disability community.

Members who are knowledgeable and have exhibited leadership in areas such as mentoring, legal guidelines, training and education, working with the Vocational Rehabilitation system and other social service systems, and understanding how to recruit employees with disabilities may be called upon to serve on such a committee. Groups such as the Business Leadership Network and the Society of Human Resource Management are excellent resources for this effort. The ultimate goal would be to create a central resource for employers to learn about training opportunities, ask questions and acquire information in order to meet the new federal mandate regarding employing people with disabilities.

APPENDIX A
Needs Assessment

1. With which organization are you affiliated?
   - Parent organization (1)
   - School system (4)
   - Not for profit (1)
   - Employment agency (1)

2. From your perspective, what current issues do individuals with disabilities encounter regarding high school completion, transition to work or postsecondary education? (100% responded)

3. How would you improve the current process for a successful transition from high school to employment program? (100% responded)
   - Community mentor (3)
   - Improve employment services (5)
   - Establish stronger ties with employers (4)

4. How can this Work Group educate all stakeholders to maximize resources for successful transition from high school to employment?
   80% of respondents agreed on the following needs:
   - Public forums (1)
   - Printed material (1)
   - Networking (2)
   - Mentoring programs (1)
   - Eliminating "Us *Vs.* Them" (1)

5. From your experiences, how well do you feel schools are preparing students with disabilities for transition to careers? (100% responded)
   - Most agreed that schools are utilizing transition programs, but the schools are just doing an adequate job with these programs.

6. List how you are currently involved with helping students with disabilities gain employment.
   - 1 respondent had a direct link to providing job skills training to individuals living with disabilities
   - 85% of respondents are not actively involved with employment services

7. What services are you aware of that exist for successful transition to careers for students with disabilities?
   - All respondents shared limited knowledge of service providers working with transition services.

APPENDIX B
Work Group Members

Denise Cox – Indiana IEP Resource Center, Project Coordinator

Sara Z. Gutting - Sara Z. Gutting, LLC, President

Nikki Harvey – Smart IT Staffing, Technical Recruiter

Patrick Jamison - Sara Z. Gutting, LLC, Consultant

Patti Kem – Cooperative School Services, Director

Marlene Lu - Indiana State University, Blumberg Center, Office Assistant

Christine Meyer - Goodwill Industries of Central Indiana, Inc., Employment Advisor

Jolly Piersall – Indiana IEP Resource Center, Director

Karen Rusk – IN*Source, Regional Program Specialist

Joni Schmalzried - Indiana University Center on Community Living and Careers, Project Coordinator

Jill Slavin – Indianapolis Public Schools, Special Education Coordinator

Alisa Stovall - Indiana IEP Resource Center, Consultant

T.J. Wills – Indiana IEP Resource Center, Graduate Assistant

Nancy Zamaitis – IDOE, Assistant Director of Special Education

APPENDIX C
Websites and Resources

- The INSTRC website http://www.iidc.indiana.edu/index.php?pageId=3283

- Work with Indiana businesses http://www.iidc.indiana.edu/index.php?pageId=3603

- IN Source--Parent Resources www.Insource.org

- Career Development and Transition for Exceptional individuals http://cde.sagepub.com

- Project SEARCH http://www.iidc.indiana.edu/index.php?pageId=1835

- Think Beyond www.thinkbeyondthelabel.com;

- FSSA www.in.gov/fssa/ddrs/2762.htm;

- Soft Skills information www.abilityindiana.org

- Easter Seals http://www.easterseals.com/our-programs/employment-training/

- States with Vocational Diploma's http://mb2.ecs.org/reports/Report.aspx?id=738

- Vocational Rehabilitation Services (VRS) http://www.in.gov/fssa/ddrs/2636.htm

- Indiana Works Council http://www.in.gov/ceci/2345.htm

APPENDIX D
Report Highlights

Transition Services in States Requiring Graduate Qualifying Exams
T.J. Wills – Graduate Assistant, Indiana IEP Resource Center

Objectives

The aim of my research was twofold:

1. To collect statewide data on employment for individuals identified as having educational disabilities that completed school without a diploma, while focusing on the most comprehensive demographic breakdown possible (i.e. socioeconomic, population density, and ethnicity).

2. To ascertain the scope of transition services available in other states with graduate qualifying exams and exit exams.

Research Target 1

During my research on statewide employment data, I was unable to find information with the depth and comprehensive demographic breakdown required.

- I attempted to ascertain this data through inquiries to: Indiana Workforce Development and the Cornell Employment and Disability Institute.
- While Indiana Workforce Development was able to provide information, it was not data about the target group.
- William Erikson from Cornell responded as follows: *I am not aware of any system that tracks this information for IDEA recipients. Generally the most that are tracked is through graduation – nothing into employment and certainly not at the state or lower geographic levels that you are looking for.*

Research Target 2

The method of my research for the second target was an informal email survey, with questions aimed at finding answers to the following three questions:

1. Can students: accrue enough credits, fail the graduation-required assessment, and then graduate without a diploma?
2. Does the respondent-state have programs in place for these students regarding employment or further education, (i.e. what are the outcomes of students who fulfill graduation credit requirements, but do not pass the required assessment in your state)?

3. Does the respondent-state differentiate between these initiatives for students identified as having special educational needs and those being educated in general education programs?

The survey was sent via email to the following states per the Center on Education Policy and the National Center on Educational Outcomes lists:

States Contacted

Alabama	Georgia	Nevada	Ohio
Alaska	Louisiana	New Jersey	South Carolina
Arizona	Maryland	New Mexico	Tennessee
Arkansas	Massachusetts	New York	Texas
California	Minnesota	North Carolina	Virginia
Florida	Missouri	Nevada	

States Responded

Alabama	Florida	Minnesota	Ohio
Alaska	Louisiana	Missouri	Texas
Arizona	Massachusetts	North Carolina	

Summary of Findings

Of the states that responded:

- Students, in most cases may, accrue all required credits and complete school without a diploma due to not passing graduation required exams (either exit or end of course assessments).

- None indicated they had statewide initiatives in place for transitional difficulties this group of students will likely face.

- Those states that indicated they had programs in place were focused on students passing exit exams or transitioning to GED, rather than an employment or alternative graduation procedures.

Exceptions:

- Arizona, Texas, and Ohio all ceded control of exemptions and test requirements to multidisciplinary and IEP teams.

- Massachusetts reported an alternative-portfolio option (in lieu of typical assessment procedures) available for some students with severe disabilities, which required extensive documentation.

National Center on Educational Outcomes - *Technical Report 62* - Highlights

- Four states (Hawaii, Indiana, Louisiana, and Wyoming) have set requirements for graduation and LEAs are not permitted to change them.

- Indiana was 1of 34 states that have increased graduation requirements for all students; regardless of disability status.

- Indiana did not offer a diploma with a designation specifically for students with disabilities.

- Indiana did not allow for students with disabilities to have exemptions based on the individual's IEP.

- Indiana did involve state postsecondary institutions or the community at-large in discussions involving alternative diploma options.

- Indiana (like Iowa, Kansas, New York, and Oregon) did not differentiate by disability category in records kept on students receiving each type of diploma option.

- Indiana was1 of 2 states that required students to take their first graduation-qualifying exam in the 9th grade.

- Indiana was 1 of only 5 states that required students to take a graduation-qualifying exam before the tenth grade.

- Indiana was 1 of 17 states that utilized the same pass scores for students with disabilities and students without disabilities.

Center for Evaluation & Education Policy - *Results of the 2012 Post-High School Follow- Up Survey* **- Highlights**

- A 2012 survey that was completed in two phases:
    - Phase 1 - a survey mailed by CEEP subcontractor Briljent, LLC, to the last known address of the entire population of 11,766 former students with identified disabilities.
    - Phase 2 - the remaining students (those who had not yet to respond to the survey) were contacted via a phone survey.

- Of the 2,346 respondents:
    - 59.6% (1,398) of the overall sample had, in the 12 months after leaving high school, enrolled and participated in any school, job training, college, or other education program.
    - 71% of the overall sample had worked in the 12 months since leaving high school.
    - 83% of the overall sample had worked 3 or more months.
    - 33.9% were enrolled in some sort of higher education.
    - 28.1% were competitively employed.
    - All relevant information is disseminated by region; see pages 13-17 of the report.

APPENDIX E
Parent Forum Participants

Mary Delaney, Regional Program Specialist with IN*Source

Mimi Huybers, Regional Program Specialist with IN*Source

Bridgett Morales, Regional Program Specialist with IN*Source

Lesa Paddack –Indiana Department of Education IN*Source Parent Liaison

Karen Rusk, Regional Program Specialist with IN*Source